

Teacher
Instructs

Explicit Instruction of ALL Components (Instructional Criteria 1-3)

Component 1

Component 2

Component 3

Component 4

*Ongoing
and fluid*

Student
Practices
(Instructional
Criteria 4 & 6)

Make a Plan

Monitor Your Plan

Take Control Make Change

Reflect

- What do I need to accomplish by when?
- What are the steps?
- What could go wrong?
- How will I keep on track?

- Am I progressing as planned?
- What is / isn't working?
- What steps do I need to add or adjust?

- What do I need to do to get back on track?
- What resources (including people) can I use to get back on track?

- Did I follow my plan?
- Was I successful?
- What should I do differently?

Teacher
Coaches
(Instructional
Criteria 5)

- Re-teach as needed (Instructional Criteria 1-3)
- Prompt students to consider previous self-regulation efforts
- Review students' plans
- Provide feedback on plans
 - conversation
 - document
- Question & prompt

- Prompt monitoring
- Monitor the students' monitoring
- Coach students to assess progress

- Provide time to think through changes / edit plan
- Coach students who are not making progress
- Highlight / recognize when students are making changes -- celebrate

- Facilitate fluid reflection -- as students monitor / edit plan
- Culminating reflection on strengths and areas for improvement

Moving from Skill to Competency

College & Career Competency Development

Acquisition of Skill

Fluency of Skill

Generalization of Skill

Competency

Instruction

Guided
Practice

Facilitated
Practice

Independent Practice
with Feedback

Independent Life,
College & Career Practice

1 Provide instruction that facilitates **students' understanding** of the competency and components.

2 Guide students to determine how the competency **applies to them personally**. (e.g., in school, relationships, career, college)

3 Facilitate **students' reflection** on their strengths and challenges related to the competency components.

4 **Students practice** the competency, including each component, over time.

5 Provide **feedback to students** throughout their practice of the competency components.

6 Facilitate **students' reflection** on their development of competency components.